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ABSTRACT

Written for the non-librarian or educated layperson, this manual provides step-by-step information on how to establish a school library. Although it is targeted for an African audience, the manual is general enough to provide information on school library development regardless of geographic location. The handbook begins by addressing the value of a school library and then considers library design and finance. Suggestions are made as to which books to buy first, where to buy books, and how to classify and catalog them. A Dewey Classification especially designed for the African secondary school curriculum is included, together with a listing of subject headings, a discussion of circulation procedures, and a description of the production of a library handbook. The use of books and the library in teaching is also considered, including one lesson plan, and the organization of a teacher's library is detailed. The manual concludes with descriptions of the use of non-book materials and the development of a library report. Illustrations and a subject index are provided. (4 references) (EW)

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DEVELOPING AFRICAN SECONDARY SCHOOL LIBRARIES

A MANUAL

by

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University of Eastern Africa
Kenya

IR052502

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"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dedicated

to

my dear wife Irene,

my daughter Erika, and

my son John Mark

Preface

Developing African Secondary School Libraries is a step-by-step manual on how to establish school libraries. The bulk of this book is nontechnical and it is written for the non-librarian or educated layperson. Because of changes in curriculum to suit changes in culture and life style, a manual of this nature will be revised periodically.

This book is an outcome of my lectures from the course "The Library and its Organization" at the University of Eastern Africa at Baraton in Kenya. It has been successfully tried in the Nandi District of that country.

This manual starts by stating the value of a school library. It then shows how to begin a library from scratch; how to finance and design it. It proceeds with suggesting which books to buy first; next, where to buy books, and how to classify and catalogue them. Also included is a Dewey Classification especially designed for the African secondary school curriculum, as well as its list of subject headings. Then it covers circulation procedures and a Library Handbook. The following chapters will show the reader how to use books and a library in teaching (there is one lesson plan included); how to organize a teacher's

library, and non-book materials; and how to give a library report.

I am indebted to the following students, representing various countries, who pioneered with me in this project to find a way of developing secondary school libraries: Jama Osman, Veda Rouhany, James Mirigen, Isabella Mawira, Rosemary Mulli, Rachel Njuguna, Wanjohi Ndirangu, and Ruth Opotti from Kenya; James Wattisa from Uganda; and Constance Chirikuutsi from Zimbabwe. A special thanks to Miss April Dunnett, who agreed to use her "blue" pen to proofread this manual.

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The value of a secondary school library

A long list of reasons for establishing a school library could be made. However, only eight of the most important ones will be mentioned here. Through a school library the pupil will:

(1) Be able to study his subjects in depth. A teacher can only introduce a subject, because there is never enough class time. With a library, the pupil will be able to find more detailed information on his own, and therefore will be better prepared for quizzes, tests, final examinations, and where required, for his general papers at the end of his secondary education.

(2) Be introduced to the excitement of individual research. Can you imagine the benefit a pupil may have in conducting his own research at the secondary level; the advantages over the others he has? Then the tools he brings to the university or college, if he continues his education, are unequalled. Pupils so prepared are destined to be successful. In addition, individual research will stimulate individual thinking and not the reflecting of others' thoughts.

(3) Have access to various textbooks which he, the pupil, might otherwise not be able to afford. This will give an equal opportunity for all to receive a full and balanced education.

(4) Have a place for the display and storage of materials collected for extra-curricular activities, like those of Agriculture Clubs, Drama Clubs, and so on.

(5) Increase his reading ability in both scope and speed, merely through reading for study and pleasure. It is often that reading disability which makes the difference between a slow learner and a successful pupil.

(6) Gain cultural interaction with other tribes and other nations. Information about people of other nationalities and the way they live will always promote peace and understanding.

(7) Profit in having information at his finger tips for building a sound financial future. A secondary school library will hold books and other materials on various careers: the qualifications needed and the opportunities for promotion and salary increase, leading to a better material standard of living, thus enabling the pupil to choose wisely.

(8) Last but not least, the pupil will live a happier and more balanced life through leisure reading. General reading for personal enrichment will give strength for the duties of life.

How to finance a library

It is usually the case that very little or no money for a library is available. This is often due to the fact that the value of a library in a secondary school has not been realized. However, you have recognized from reading the previous chapter, that you cannot afford not having a library. The pupils must have access to a library. You want them to be the best. Their future and the future of your country is at stake.

Because of other ongoing projects there is often very little money available. However, you must under any circumstances start, and you can start, even to the extent that you are able to buy only one book. Start with that one.

You will never have the large sum coming. Don't wait for the big donation which might never be given to your school. A proverb says, "If you can't make big steps, take small ones." You can finance a library if you use one or all of the following suggestions:

(1) Most important in stimulating support for financing a library is that you have one, however small it may be, to show to your community. Therefore determine the location of the library (see chapter 3), build a book shelf if necessary (for this see chapter 3 also), buy one or five books as suggested in chapter 4, classify, catalogue, and process the books (see chapter 9).

(2) Decide on a day where you will invite the elders of the community, a government official, parents of the pupils, and the rest of the village or town, to take part in the official opening of the library. Have the invited government official make a speech and dedicate the library. Following the speech give a tour of the library to all present. Then inform the assembly of your plans for the library and ask at this point for their contribution. They will be eager to support you at this point, since you have showed them something.

(3) Another way of financing a library is that each pupil pay, on top of the school fees per term a fee of at least the equivalent of $-.50 (I am obliged to give a $ figure, since there are presently 54 currencies in Africa). For example, you have normally 100 pupils attending your school and operate on a three-term year, you would collect about $150. Since you know that you can count on this amount, you can project the growth of your library for years.

(4) Some embassies will occationally supply books to secondary schools.

(5) Suggest to the members of your local Rotary Club or any equivalent business men's society (should you be blessed with one) to make a "Money for Our School Library" drive, one of their future projects.

In conclusion, take these five suggestions as steps to finance your library. Try it!

Its location

The library should be located in the centre of the campus where the walking distance to and fro.from the classrooms and living quarters (should you run a boarding school), is the shortest. Also the library should be located in an area where quietness is assured. Avoid places like next to the kitchen (cafeteria), the generator, the maintenance area, and the woodwork shop.

Its size

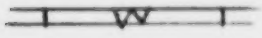
The size of the library is determined by the amount of money available and by the number of pupils in the school. The ideal is to have room for holdings up to 10,000 volumes, and seating for about 100 pupils. This allows two classes of approximately 36 pupils, and others who are on their own from other classes to use the library at the same time. In planning your library architecturallybe sure to allow for expansion!

Its plans

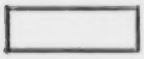
The following library plans are simplified, in order that ordinary people like you and I can understand and use them. Their purpose is only to provide the general idea from which to work.

The following symbols are used:

a door that opens this (↑) way

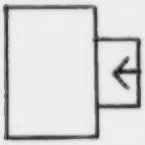


window



one section of a shelf

double section of a shelf



sindgle person study table and its seat

card catalogue = C C

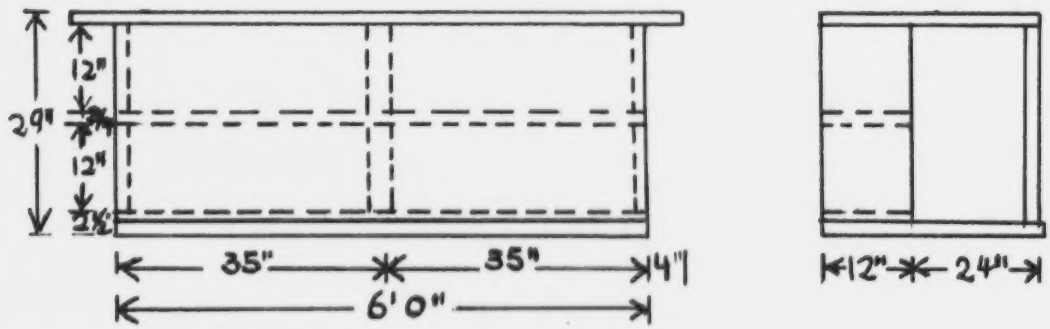
= table

leisure reading chairs, which are lower than regular chairs

The first design is a suggestion each can afford. Build a book shelf, which can be locked and used as a teacher's desk:

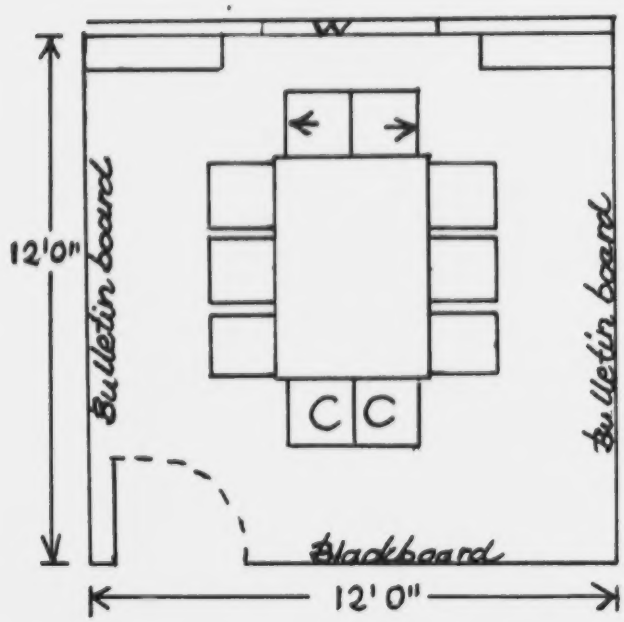
Design #1

This teacher's desk will hold 100 volumes



If you have a small room, change it into a library:

Design #2

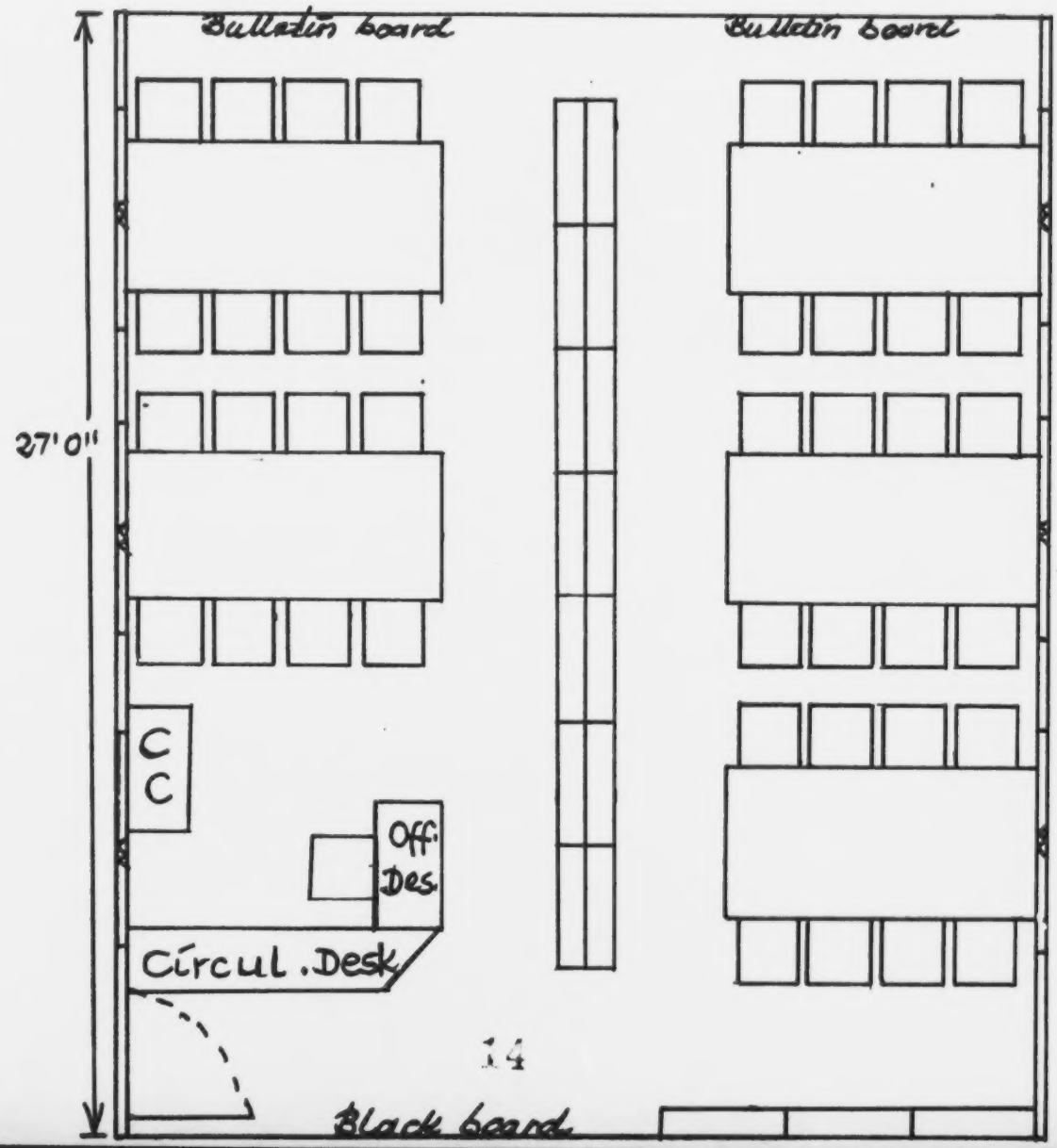


This library will hold 300 volumes and will seat 8 pupils.

The arrangements of all the designs are only suggestions. You can move the desks, the tables, the shelves, and other furniture wherever you want to. However, be aware of prper traffic patterns. Avoid congestion.

A class room could make a very good library:

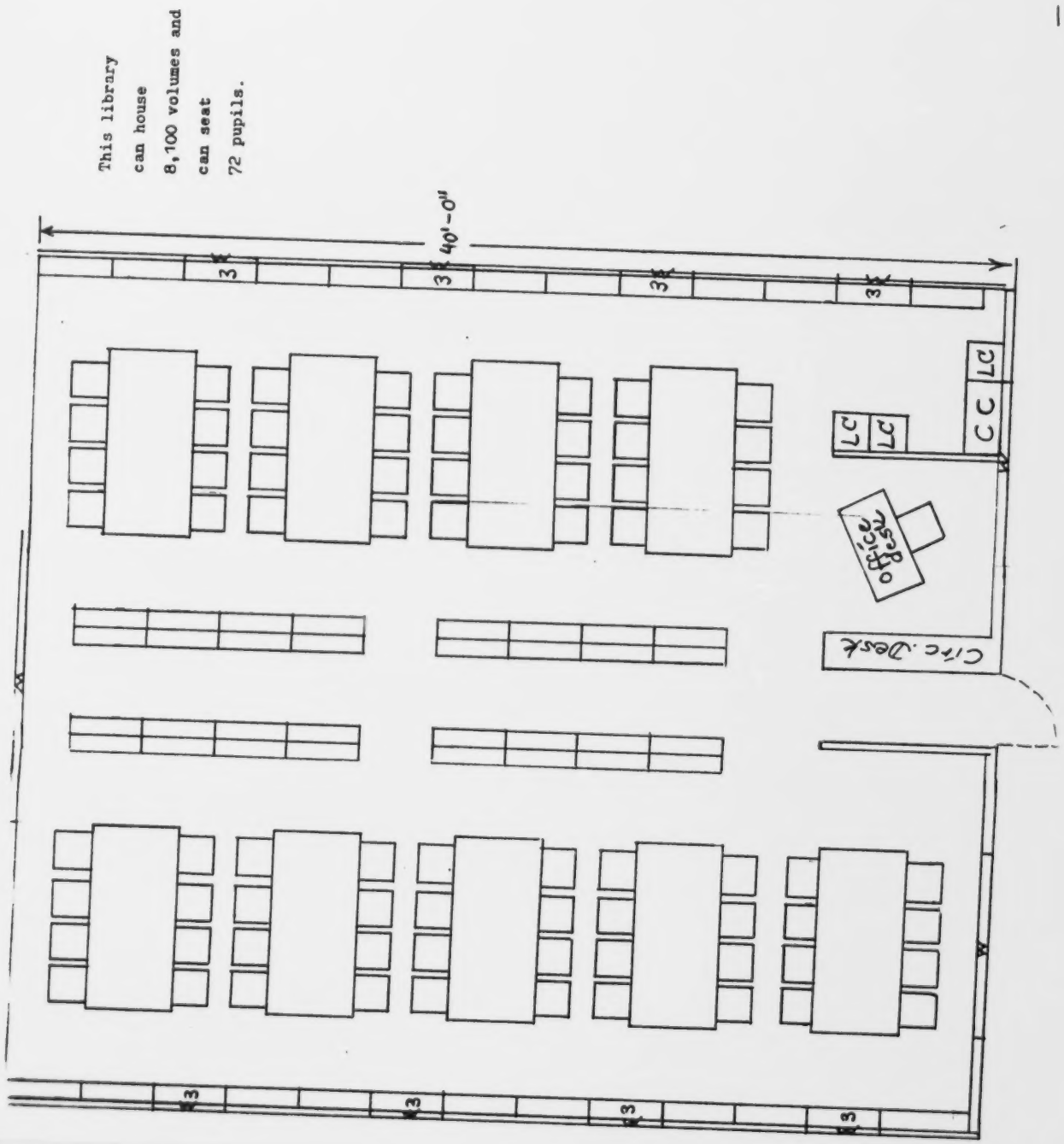
Design #3



This library will hold 2550 volumes and will seat 40 pupils.

Should you be in the market for a new library, consider the following design:

Design #4

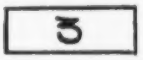


Notes on chapter three

Scale: I have used a scale of 1/4":1' (a quarter-inch on the design = 1 foot in reality).

Doors: Library doors, inside and outside, should not be smaller than 3' wide, because of the moving of furniture in and out. Outside doors always open toward the outside. All doors of public buildings open that way, with the exception of those of banks. In case of fire, the building can be evacuated much faster.

Windows: Allow enough windows for proper lighting. Install plenty of transparent corrugated plastic sheets on the roof, especially if you don't have electricity. This will make the library pleasant for study.

Shelves: A regular shelf is 35" long, 12" high, and 9" wide. The board should not be less than 3/4" thick, because books are heavy, but the board need not be more than 1" thick. There are sections with 6 shelves on top of each other, and sections with only 3 shelves, indicated like this = 

Card Catalogue: In order to file your catalogue or index cards you need drawers, which can hold 3"x5" index cards. Each drawer is usually 18" deep.

Security: Be sure that your library has a good

door and a solid lock. If your ceiling is open, install strong weld mesh, in order that thieves cannot enter the library by night. This is true with the windows too. There should be bars welded on the windows, and the weld mesh outside, on top of them.

Oversize books / atlases: Have a few shelves just for oversize books (12" high and more) and atlases, with a shelf height of 19" instead of 12."

Tables: The proper height of a table is 29" and not more. This is better for the readers' eyes.

Chairs: Be sure that the height of the chairs suits your pupils. Chairs which are too high can cut the circulation of the blood.

Painting: I suggest that the outside walls should be built so well, that there is no need for plaster and painting. Walls painted once, have to be painted again at regular intervals. Inside, wooden furniture lasts longer when painted or varnished. Caution: USE ONLY LEAD-FREE PAINT, BECAUSE OF LEADPOISONING.

Blackboards: Have a section for a blackboard plastered, so that you will be able to use the library for instruction. Apply two coats of green blackboard paint; green is better for the eyes. This is better and less expensive than making a wooden board and having

that painted.

Bulletin boards: Bulletin boards serve the pupil by instructing him in library skills, giving information about books he should read or might like to read, and displaying announcements from the headmaster's office, the librarian, Clubs, and so on. Have bulletin boards at strategic points, especially at the entrance of the library.

Which books and magazines to buy first

Criteria for book selection

Before you actually buy a book let me suggest some basic criteria in selecting books for your library. Having such guidelines will help you to select the right books:

(1) The library should support the curriculum of the school. So choose books for each subject taught in the school.

(2) The library should provide books to challenge the gifted pupils, to interest the average pupils, and to appeal to the slow learners.

(3) The library should include books (only a few in the beginning) for all extra-curricular activities, such as clubs, organizations, and societies.

(4) This criterion is not absolutely necessary, but is encouraged: have some books for plain leisure reading. Sometimes, these books will help the ones with reading difficulties.

Steps on what to buy first

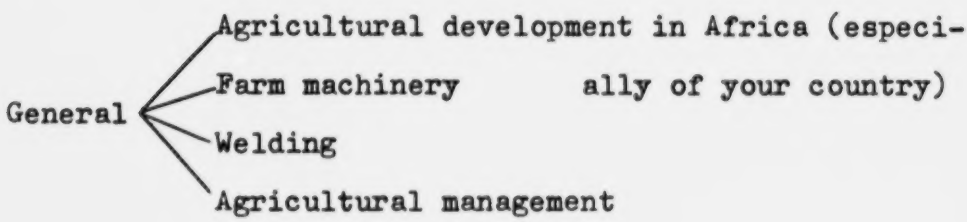
(1) Start with a few (3-5) general dictionaries.

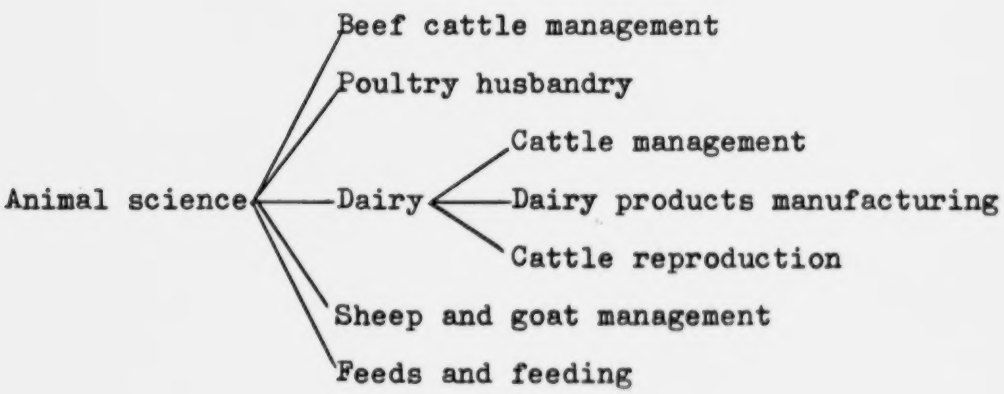
Don't buy duplicate copies of the same dictionary. Select dictionaries from various reputable publishers.

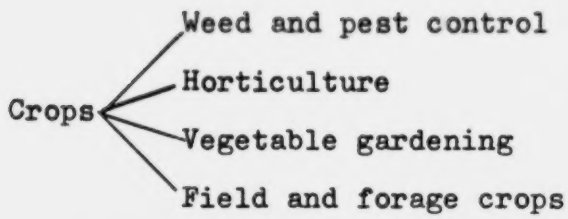
(2) Then you need a good general encyclopedia.

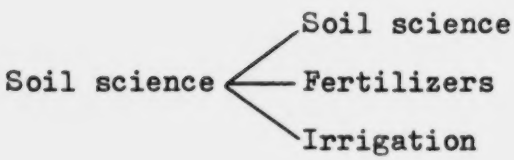
(3) Add some texts which are in use in your school.

(4) Make a detailed profile (that is an outline or breakdown of the subject) of the subjects taught in the school, and select accordingly as funds allow. For example, I am using the subject Agriculture:









Select one book of each division.

(5) Select then encyclopedias on each subject. For example, in literature you want probably to have A Reader's Guide to African Literature.

(6) You should choose one of the local newspapers for your library.

(7) Last but not least, get some of the local magazines, which are published by local societies, associations, and co-operatives. Be careful that the magazines are of high moral standard, and not too advanced for the pupils.

In closing I would like to state: "The library must always exist as a part of, never apart from, the school."

Where to buy the books

There are two places where you can buy books:

(1) The best is directly from the publishers, especially if you have a registered book store of your own. This will qualify you for the book-store discount.

(2) The next best is from a book seller. This will save you a lot of time in processing your orders. Since you will buy all your books from him, try to negociate a discount.

The purpose of classifying books is to find all the books on a certain subject in one location. To help you with classifying books the following chapter provides a List of Subject Headings.

In order to give you some experience in classifying books, I have chosen books in five different subject categories, to illustrate the process:

(1) The title of the book is Agriculture in the Tropics. Check the List of Subject Headings under 'tropical agriculture'. There you will read, 'Tropical agriculture see Agriculture - Tropics 630'. The classification number of this book is 630.

(2) The title of the book is Introducation to the African Novel. 'African Novel' is not a subject heading. But if you use a synonym, 'fiction', for 'novel', you will find in the List of Subject Headings the heading 'African fiction 896.3'. The classification therefore is 896.3 for Introduction to the African Novel.

(3) The title of the book is Elements of Physical Geography. Again, 'Physical Geography' is not a subject heading. In this case look under the main heading of title of the book 'Geography'. Note: if one subject is

not listed in the List of Subject Headings, try the other topic close to it or associated with it. The classification number for Geography is 910.

(4) The title of the book is Man, Civilization and Conquest. The main subject of this title is 'Civilization'. The classification number for 'Civilization' is 901.

(5) One last title, Organic Chemistry, a Problem Solving Approach. It is obvious that we are dealing here mainly with organic chemistry. In the List of Subject Headings you will find 'Organic Chemistry'. Its classification number is 547.

The call number

The call number of a book is composed of the classification number and the author number. The classification number gives the subject location of the book. In order to differentiate the various authors' writings, let's say five books written about Zoology, an author identification needs to be added.

Small libraries (up to 5,000 volumes) use only the initial of the name of the author's first name on the title page. Like: 910 . A simple solution is to use the first three or even four letters of the author's name, like:

H

Agriculture in the Tropics	630 Web		630 Webs	
Introduction to the African Novel	896.3 Pal	or	896.3 Palm	
Elements of Physical Geography	910 Hol	or	910 Holm	

If a book is very expensive, like a volume of an encyclopedia, this book should by no means be taken out of the library. In this case add the letters 'Ref' (for Reference) on top of the call number, like this Ref
030
Wor

Classifying biographies

Please read the note under Biography in the List of Subject Headings. It reads, "Biography 920 see note under African authors B or 920. All single biographies are classed in B, but books containing two or more biographies are classed in 920."

Here is an example: The title of the book is Wolfhard Touchard, the Biography of a Librarian in Africa. Since it is only one person decribed there the classification number is B. However, if our friend writes a book about you and me the classification number would be 920.

In order that all biographies of a person written about will stand together on the shelves, the name of the person of whom the book is written about is used instead of the author's. The call number of the above book would be then B
Tou .

Classifying stories (fiction)

One practice is using F for stories with the first three or four letters of the author's name. For instance

the call number for a novel written by Elizabeth Jane Gray would be F or F . Also used are, for Gra Gray example, 896.3 for African fiction, 823 for British fiction, and 813 for American fiction. The advantage of using numbers instead of the letter F is that all stories written by African authors would be located in one place on the shelves. This is certainly a big advantage.

Classifying story collections

Where there are more than one story in one book use SC (for Story Collections). Short Stories about Africa, written by Paul Mulo would read SC .
Mul

List of subject headings

with accompanying

Dewey Decimal Classification

Acdounting 657

Africa, Central - Geography 916.7

Africa, Central - History 967

Africa - Dictionaries and encyclopedias 032

Encyclopedias in English

Africa - Geography 916

Africa - History 960

Africa, North - Geography 916.1

Africa, North - History 961

Africa, South - Geography 916.8

Africa, South - History 968

Africa, West - Geography 916.6

Africa, West - History 966

African authors B or 920

Note: all single authors are classed in B, but books containing two or more authors are classed in 920

African drama 896.2

African essays 896.4

African fiction 896.3

African humour 896.7

African languages 496

Note: Classify here the languages of your country; e.g. Kenya: 496.1 Kikuyu, 496.2 Kiswahili, 496.3 Kisii, 496.4 Luhya, 496.5 Luo, 496.6 Massai, 496.7 Nandi, etc.

African letters 896.6

African literature 896

African philosophy 181.9

African poetry 896.1

African prose 896.1

African speeches 896.5

Afro-Asian literatures 892

Note: Class here literature written by African-Asians

Agricultural economics see Agriculture - Economics 338

Agricultural engineering 631.3

Agricultural machinery 631.3

Agricultural pests 632

Agriculture 630

Agriculture - Dictionaries and encyclopedias 630.3

Agriculture - Economics 338

Agriculture - Periodicals 630.5

Agriculture - Study and teaching 630.7

Agriculture - Tropics 630

Alcoholism 616.8

Algebra 512

Algeria - Geography 916.5

Algeria - History 965

American authors see note under African authors

American drama 812

American fiction 813

American poetry 811

Anatomy 574.4

Ancient - Geography 913

Ancient - History 930

Anglican Church see Church of England 283

Angola - Geography 916.73

Angola - History 967.3

Animal husbandry 636

Animals see Zoology 591

Animals - Diseases 636

Anthropology 301

Arabic language 492.7

Arabic literature 892.7

Arabs 572.9

Archaeology 913

Architecture 720

Arithmetic 513

Artifical insemination 176

Arts 700

Arts - Dictionaries and encyclopedias 703

Arts - Periodicals 705

Arts - Study and teaching 707

Arts and crafts 745

Asia - Geography 915

Asia - History 950

Astronomy 520

Astronomy - Dictionaries and encyclopedias 520.3

Astronomy - Periodicals 520.5

Astronomy - Study and teaching 520.7

Atlases 912

Australia - Geography 919

Australia - History 990

Automobile drivers - Education 629

Automobiles - Maintenance and repair 629.2

Baptism 265.1

Baptists 286.1

Bees 638

Benin - Geography 916.68

Benin - History 966.8

Bible 220

Bible - Commentaries 220.7

Bible - Concordances 220.2

Bible - Dictionaries and encyclopedias 220.3

Bible doctrines 230

Bible - Geography 220.9

Bible - Geography - Maps 220.9

Bible - History 220.9

Bible. New Testament 225

Bible. Old Testament 221

Bible - Study and teaching 220.7

Bible translations see Bible - Versions 220

Bible - Versions 220

Bibliography 011

Biography see note under African authors

Biology 574

Biology - Dictionaries and encyclopedias 574.03

Biology - Periodicals 574.05

Biology - Study and teaching 574.07

Birds 598.2

Birth control 176

Books and reading 028 see note under Reading

Botany 580

Botany - Dictionaries and encyclopedias 580.3

Botany - Periodicals 580.5

Botany - Study and teaching 580.7

Botswana - Geography 916.81

Botswana - History 968.1

Buddhism 294.3

Building 690

Building materials 690

Burundi - Geography 916.75

Burundi - History 967.5

Butterflies 595.7

Calculus 515

Canada - History 971

Canary Islands - Geography 916.4

Canary Islands - History 964

Cape of Good Hope - Geography 916.87

Cape of Good Hope - History 968.7

Capital punishment 179

Cartography see Map drawing 526

Catholic Church 282

Cattle 636.2

Celibacy 176

Cells 574.8

Central African Republic - Geography 916.74

Central African Republic - History 967.4

Central America - Geography 917.2

Central America - History 972

Chad - Geography 916.74

Chad - History 967.4

Charts 912

Chemistry 540

Chemistry - Dictionaries and encyclopedias 540.3

Chemistry - Periodicals 540.5

Chemistry - Study and teaching 540.7

Chickens 636.5

Child study see Child development 115.4

Children - Care and hygiene 649

Note: Class here child rearing and care of sick and infirm. Home care of children, feeding, clothing and health, activities and recreation, training

China - History 931

Christian life 248

Christianity 200

Christianity - African 209

Note: Class here Christianity of every continent and country

Christianity - Dictionaries and encyclopedias 203

Christianity - Periodicals 205

Christianity - Study and teaching 207

Church history 270

Church of England 283

City planning (village planning) 711

Civilization 901

Climate 551.6

Clothing and dress 646

Coffee 633.7

Commerce 380

Commerce - Dictionaries and encyclopedias 380.3

Commerce - Periodicals 380.5

Commerce - Study and teaching 380.7

Communion see Lord's Supper 265.3

Communism 335.4

Comparative religion see Religions 290

Confirmation 265.2

Congo - Geography 916.72

Congo - History 967.2

Contraception see Birth control 176

Cookery 641

Cooperation 334

Creation 213

Note: Including creation of life and human life, evolution versus creation, evolution as method of creation

Crops 633

Curricula 375

Dairying 637

Denominations see Sects 280

Dictionaries

Note: See under the subject like, English language - Dictionaries and encyclopedias; Chemistry - Dictionaries and encyclopedias, etc., dictionaries of all

African languages class in 496; Swahili language - Dictionaries and encyclopedias; foreign dictionaries e.g. Swahili language - Dictionaries and encyclopedias/English

Disciples of Christ 286.6

Diseases and pests see Agricultural pests 632

Drama - Collections 808.2

Drawing 741

Driver education see Automobile drivers - Education 629

Drugs 615

Ecology 574.5

Economic geography 330.9

Economics 330

Note: The science of human behavior as it relates to utilization of scarce means for satisfaction of needs and desires through production, distribution, and consumption

for Commerce see 380

Education 370

Education - Dictionaries and encyclopedias 370.3

Education - Periodicals 370.5

Education - Study and teaching 370.7

Educational psychology 370.1

Egypt - Geography 916.2

Egypt - History 962

Encyclopedias 030

Note: General encyclopedias only, for subject encyclopedias see under the subject e.g. Education - Dictionaries and encyclopedias 370.3

Energy 531

Engineering 620

English as a second language 428

English authors see note under African authors

English drama 822

English fiction 823

English language - Composition and exercises 808

English language - Dictionaries and encyclopedias 423

English language - Grammar 425

English language - Periodicals 420.5

English language - Study and teaching 420.7

English language - Synonyms and antonyms 423

English language as a second language 428

English literature 820

English literature - Dictionaries and encyclopedias 820.3

English literature - Periodicals 820.5

English literature - Study and teaching 820.7

English poetry 821

Ethics 170

Ethiopia - Geography 916.3

Ethiopia - History 963

Etiquette 395

Eucharist see Lord's Supper 265.3

Europe - Geography 914

Europe - History 940

Evolution 213

Fabrics 677

Family life 646.7

Far East - Geography 915

Far East - History 950

Farm management 658

Farm produce - Marketing 338

Fertilizers and manures 631.8

Fishes 639

Folklore 398

Note: Including origin, role, function of folklore as a cultural and social phenomenon

Food 664

Forests and forestry 634

Fossils 560

Note: Science dealing with the life of past geological periods known from fossil remains

French authors see note under African authors

French language - Dictionaries and encyclopedias 443

French language - Grammar 440

French literature 840

French literature - Dictionaries and encyclopedias 840.3

French literature - Periodicals 840.5

French literature - Study and teaching 840.7

Gabon - Geography 916.72

Gabon - History 967.2

Games 790

Note: Class here all indoor games; outdoor games class in Sports 796

Gardening 635

Genetics 573.2

Geography 910

Geography - Dictionaries and encyclopedias 910.3

Geography - Periodicals 910.5

Geography - Statistics 310.9

Geography - Study and teaching 910.7

Geology 551

Geology - Dictionaries and encyclopedias 551.03

Geology - Periodicals 551.05

Geology - Study and teaching 551.07

Geometry 516

Geomorphology 551.4

German authors see note under African authors

German language 430

German language - Dictionaries and encyclopedias 433

German literature 830

Ghana - Geography 916.67

Ghana - History 966.7

God 231.1

Good and evil 170

Grasses 633

Gr. Britain - History 942

Greece - History 938

Greek literature 880

Grooming 646.7

Guinea - Geography 916.71

Guinea - History 967.1

Guinea Bissau - Geography 916.65

Guinea Bissau - History 966.5

Handicrafts 746

Note: Yarn preparation and weaving, needle- and handwork, embroidery, rugs and carpets

Health see Hygiene 613

Hebrew literature 892.4

Hinduism 294.5

History 900

History - Ancient 930

Note: History to ca. 499 B.C.

History - Dictionaries and encyclopedias 903

History - Peridicals 905

History - Statistics 310.9

History - Study and teaching 907

Holy Spirit 231.3

Home economics 640

Home economics - Dictionaries and encyclopedias 640.3

Home economics - Periodicals 640.5

Home economics - Study and teaching 640.7

Home repairs see Houses - Maintenance and repair 643

Homicide 179

Homosexuality 176

Hotels, motels, lodges, etc. 647

House cleaning 648

Houses - Maintenance and repair 643

Human geography 572.9

Humour 808.7

Hygiene 613

Hymns 245

India - Geography 913.4

India - History 934

Indian languages 491.4

Indian literature 891.4

Indian philosophy 181.4

Inorganic chemistry 546

Insects 595.7

Interior decoration 645

International relations 327

Irrigation 631.7

Islam 297

Israel 956

Italian authors see note under African authors

Italian language 450

Italian language - Dictionaries and encyclopedias 453

Italian literature 850

Ivory Coast - Geography 916.66

Ivory Coast - History 966.6

Jainism 294.4

Jesus Christ 231.2

Judaism 296

Kenya - Geography 916.76

Kenya - History 967.6

Kikuyu language - Dictionaries and encyclopedias 496.1

Kikuyu language - Dictionaries/English 496.1

Kiswahili language - Dictionaries and encyclopedias 496.2

Kiswahili language - Dictionaries/English 496.2 see note under Dictionaries

Koran 297

Labor and laboring classes 331

Land tenure 333

Note: Ownership of land

Languages - Periodicals 405

Languages, Modern - Study and teaching 407

Latin literature 870

Laundry 648

Law 340

Lease and rental services 336

Legislation 328

Note: Including parliamentary rules and procedures

Lesotho - Geography 916.81

Lesotho - History 968.1

Letter writing 808.6

Liberia - Geography 916.66

Liberia - History 966.6

Library science - Study and teaching 020.7

Libya - Geography 916.12

Libya - History 961.2

Literature 800

Literature - Dictionaries and encyclopedias 803

Literature - History and criticism 809

Literature - Periodicals 805

Literature - Study and teaching 807

Livestock 636

Lord's Supper 265.3

Madagascar (Malagasy Republic) - Geography 916.91

Madagascar (Malagasy Republic) - History 969.1

Magazines see Periodicals

Malawi - Geography 916.89

Malawi - History 968.9

Mali - Geography 916.62

Mali - History 966.2

Mammals 599

Management 658

Manners and customs 394

Maps 912

Marriage 173

Marxism see Communism 335.4

Mathematical recreation 793.7

Mathematics 510

Mathematics - Dictionaries and encyclopedias 510.3

Mathematics - Periodicals 510.5

Mathematics - Study and teaching 510.7

Mathematics - Tables 510

Mauritania - Geography 916.61

Mauritania - History 966.1

Mauritius - Geography 916.98

Mauritius - History 969.8

Meat 664.9

Medical plants 581.6

Medicine 610

Medicine - Dictionaries and encyclopedias 610.3

Medicine - Periodicals 610.5

Medicine - Study and teaching 610.7

Menus 642

Metabolism 574.1

Metalwork 671

Meteorology 551.5

Methodist Church 287

Middle East - Geography 915.6

Middle East - History 956

Milk 637

Mineralogy 549

Missions, Christian 266

Morocco - Geography 916.4

Morocco - History 964

Mozambique - Geography 916.79

Mozambique - History 967.9

Music 780

Music - Dictionaries and encyclopedias 780.3

Music - Periodicals 780.5

Music - Study and teaching 780.7

Namibia - Geography 916.88

Namibia - History 968.8

Natal - Geography 916.84

Natal - History 968.4

Natural theology 210

Note: Religious beliefs and attitutes attained through observation and interpretation of evidence in nature, through speculation, through reasoning, but not through revelation

Nature study 500.9

Needlework 746

Niger - Geography 916.62

Niger - History 966.2

Nigeria - Geography 916.69

Nigeria - History 966.9

North America - Geography 917

North America - History 970

Number games see Mathematical recreation 793.7

Nutrition 641

Oceania - Geography 919

Oceania - History 990

Notes: Includes Australia, New Zealand, and Pacific Ocean Islands

Office machines 651

Office management 651

Notes: Including typewriting, shorthand

Oil and fats 665

Orange Free State - Geography 916.85

Orange Free State - History 968.5

Orchards 634

Organic chemistry 547

Portuguese literature 850

Poultry 636.5

Prayer 242

Presbyterian Church 285

Primary education 372

Printing 686

Prostitution 176

Protestant Churches 284

Public health 614

Publishers' catalogues 011

Reading 372.4

Note: Materials on the cultural aspect of reading and general discussions of books to read are entered under Books and reading 028

Recreation 790

Religion 200

Religion - Dictionaries and encyclopedias 203

Religion - Periodicals 205

Religion - Study and teaching 207

Religions 290

Religious orders 255

Réunion - Geography 916.98

Réunion - History 969.8

Rhetoric 808

Rice 633.1

Rifts 551.8

Rocks 552

Roman Catholic Church see Catholic Church 282

Russian authors see note under African authors

Russian language 491.7

Russian literature 891.7

Rwanda - Geography 916.75

Rwanda - History 967.5

Sabbath 263.1

Sabbath Schools 268

Sacraments 265

Sanskrit 491.2

Saudi Arabia - Geography 915.3

Saudi Arabia - History 953

School administration and organization 371.1

School libraries 027

Science 500

Science - Dictionaries and encyclopedias 503

Science - Periodicals 505

Science - Study and teaching 507

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Sects 280

Senegal - Geography 916.63

Senegal - History 966.3

Seventh-day Adventists 286.7

Sewing 646

Sex education 612

Sexual ethics 176

Note: Included are premarital and extramarital relations

Seychelles - Geography 916.92

Seychelles - History 969.2

Sheep 636.3

Shorthand 651

Sierra Leone - Geography 916.64

Sierra Leone - History 966.4

Sikhism 294.6

Slavery 326

Smoking 613.8

Social geography 572.9

Social problems 362

Social sciences 300

Social sciences - Dictionaries and encyclopedias 300.3

Social sciences - Periodicals 300.5

Social sciences - Study and teaching 300.7

Social work 362

Socialism 335.4

Sociology 301

Sociology - Dictionaries and encyclopedias 301.03

Sociology - Periodicals 301.05

Sociology - Study and teaching 301.07

Soils 631

Somali - Geography 916.77

Somali - History 967.7

South Africa - Geography 916.8

South Africa - History 968

South America - Geography 918

South America - History 980

South American literature 898

Spanish authors see note under African authors

Spanish language 460

Spanish language - Dictionaries and encyclopedias 463

Sports 796

Note: Class here all outdoor sports

Statistics 310

Study, Method of 371.3

Sudan - Geography 916.24

Sudan - History 962.4

Sunday 263.4

Sunday Schools 268

Suicide 179

Swaziland - Geography 916.81

Swaziland - History 968.1

Tanzania - Geography 916.78

Tanzania - History 967.8

Taxation 336

Teaching 371.2

Technical drawing 604.2

Technology 600

Technology - Dictionaries and encyclopedias 603

Technology - Periodicals 605

Technology - Study and teaching 607

Temperance see Alcoholism 616.8
Physical education and training 613.7
Smoking 613.8

Textiles see Fabrics 677

Thesauri see English language - Synonyms and antonyms 423

Time 529

Tobacco 613.8

Togo - Geography 916.68

Togo - History 966.8

Transportaion 380

Transvaal - Geography 916.82

Transvaal - History 968.2

Travel see under the country or continent

Egypt - Geography 916.2

Trinity 231

Tropical agriculture see Agriculture - Tropics 630

Tunisia - Geography 916.11

Tunisia - History 961.1

Typing 651

Uganda - Geography 916.76

Uganda - History 967.6

United States - History 973

Upper Volta - Geography 916.62

Upper Volta - History 966.2

Vacation Bible Schools 268

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Vegetable gardening 635

Vegetables 635

Veterinary medicine 636

Volcanoes 551.2

Weather 551.6

Weeds 632

Women - Diseases 618

Woodwork 684

World History 909

World War, 1914 - 1918 940.3

World War, 1939 - 1945 940.5

Worship 248

Zaire - Geography 916.75

Zaire - History 967.5

Zambia - Geography 916.89

Zambia - History 968.9

Zimbabwe - Geography 916.89

Zimbabwe - History 968.9

Zoology 591

Zoology - Dictionaries and encyclopedias 591.03

Zoology - Periodicals 591.05

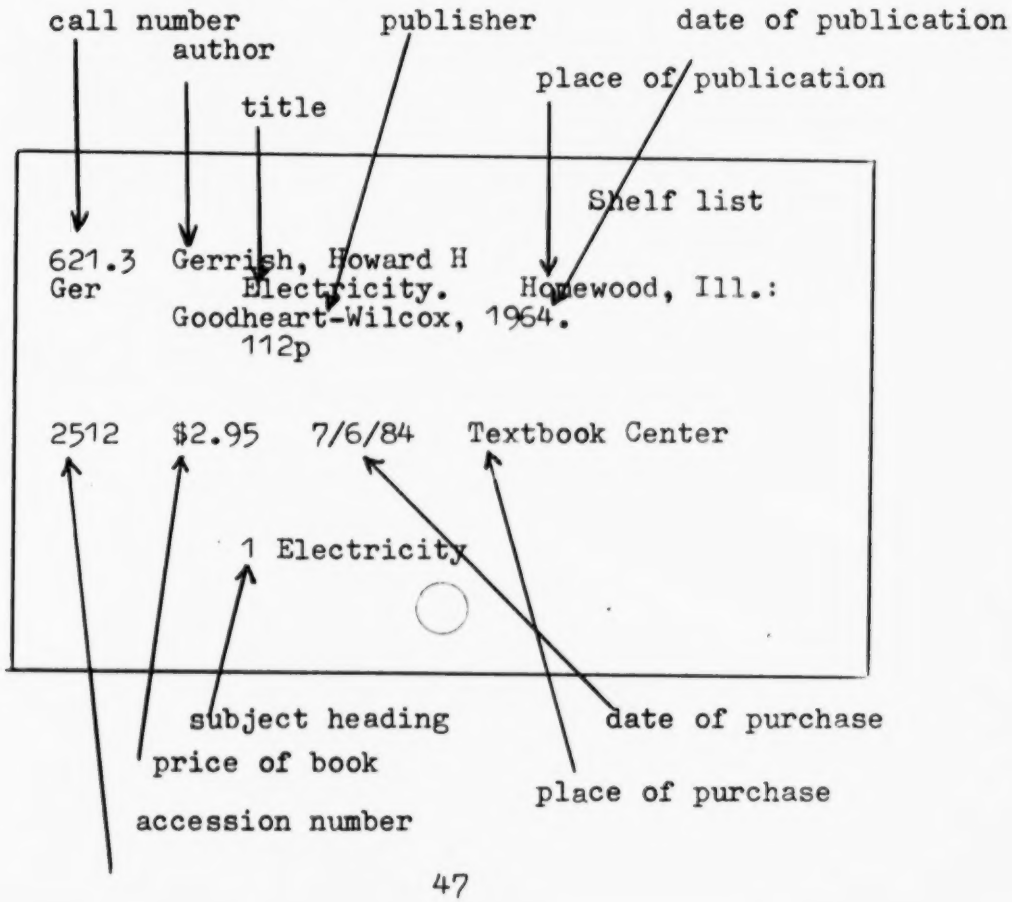
Zoology - Study and teaching 591.07

In order that pupils and teachers may make the best use of the books and other materials of the library, a good card catalogue is most important.

Shelf list

The Shelf list is the library's record of books that are on the shelves. It contains all the information of the author card, plus its accession number, the price of the book, the date the book was purchased, and where the book was bought. If the book was a gift, the Shelf list includes the name of the donor.

The Shelf list, a sample



The Shelf list is filed by call number (not by alphabet) in a drawer in the same order in which the book stands on the shelves. It has many uses. The Shelf list can help you in classifying your books and pamphlets. Its real value, however, is in taking inventory, where each book on the shelf is, checked against the Shelf list. It also tells you how many books you have on each subject taught in the school. Therefore, the Shelf list will help you in book selection.

Accession number

The accession number indicates the order in which book was added to the collection. Write the numbers on a sheet of paper and cross off the numbers which you have already used.

~~1~~ ~~6~~ 11
~~2~~ 7 12
~~3~~ 8 13
~~4~~ 9 14
~~5~~ 10

Author card

The next card you should make is the author card.

621.3 Gerrish, Howard H
Ger Elictricity. Homewood, Ill.:
Goodheart-Wilcox, 1964.
112p

Subject card

Then follows the subject card

ELECTRICITY

621.3 Gerrish, Howard H
Ger Electricity. Homewood, Ill.:
Goodheart-Wilcox, 1964.
112p

Title card

In the above case we do not make a title card, since the title is represemted in the subject. However, the following is a title card.

The water crisis

628 Nikolaieff, George A
Nik The water crisis. New York:
Wilson, 1967.
192p

Use the same format if you don't have a typewriter. Write each card neatly in printed letters rather than joint letters, by hand.

New editions

Every new edition needs a new set of cards. Don't discard the older edition of a book, especially that of an encyclopedia, since some 'old' material had to make room for the new material and it is best to have both. Sometime entire topics had to be omitted in the new edition. In order to distinguish the first edition from the second edition add the year of the second edition on the bottom of the call number. The classification for the first edition of Elements of Physical Geography is $\frac{910}{Hol}$. The second edition of this book would be $\frac{910}{Hol}$ $\frac{Hol}{1984}$.

"See" references

"See" references refer the reader from terms or phrases not used as subject headings to terms or phrases that are used. For example: Animals see Zoology.

Make a "See" reference card for each "See" reference in the List of Subject Headings, and file this card in the card catalogue. This will make it much easier for the user to find his material.

Sample of a "see" reference

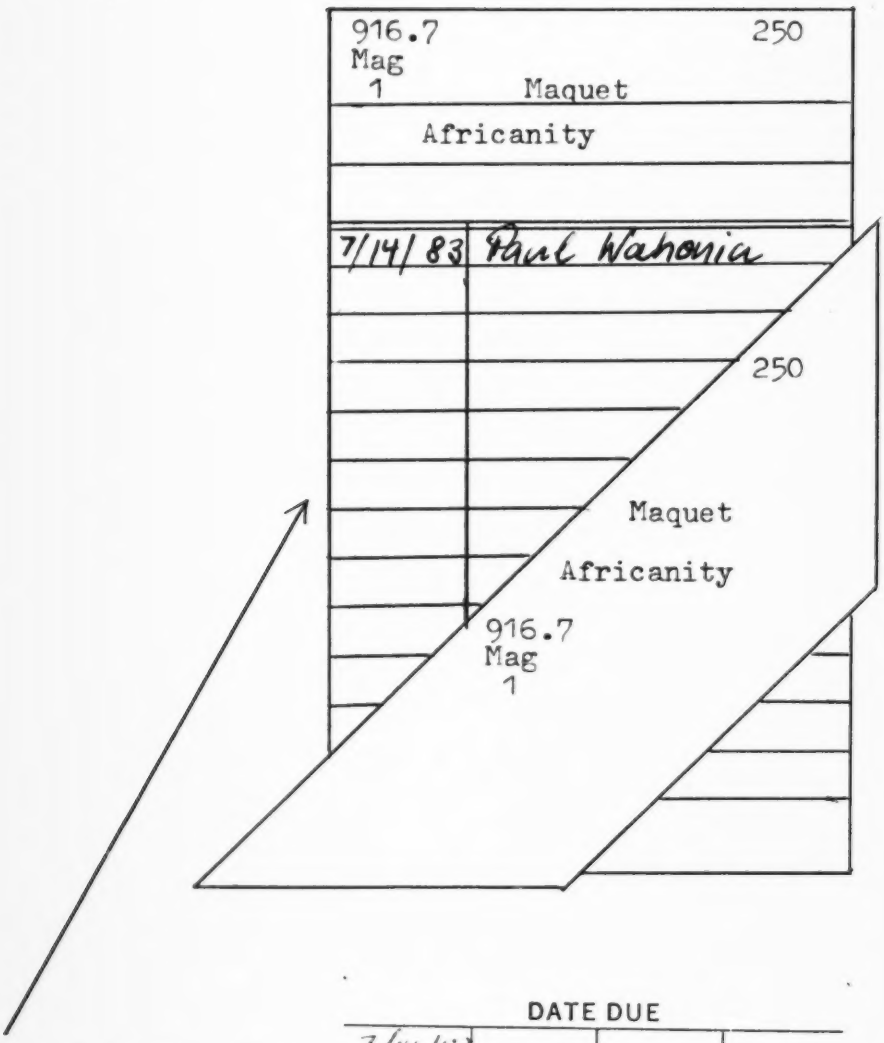
Animals see ZOOLOGY

(1) Make a book pocket (see sample at the end of this chapter, the book pocket there is in actual size). Paste the book pocket in the rear of the book, preferably inside the back cover. Then write on, in ink, the call number, the author's name, and the accession number.

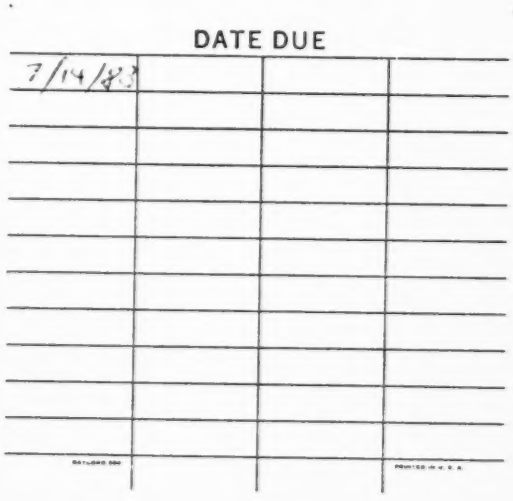
(2) Make a book card. Write on the call number, the accession number, the author's name, and a short form of the title, should the title of the book be long. Then slide the book card into the book pocket.

(3) Write in pencil the call number on the left upper corner on the title page, and the accession number next to the publisher's name.

(4) Stamp the title page, the book pocket, and the page in the middle of the book for identification. This is the stamp of the school.



The Date Due slip is being pasted behind the book pocket.



How to circulate books

The circulating of books is the function of the library. When properly organized it can solve many problems. Also important to notice is that the person working at the Circulation/Reserve Desk will need to answer many reference questions about what and where to find materials for the essays or papers the pupil is writing.

The person on duty at the Circulation/Reserve Desk is the one who must note if a book is damaged, not returned, or lost. Proper circulation proceedures can save a lot of arguments over books which are damaged, or seem not to be returned, or which are lost.

In this chapter I suggest a general circulation method which may be modified to suit the needs of your library.

Pupil assistant

You as a faculty member are never able to man the library all school hours of the day, since you have your own teaching duties. You need a pupil assistant to help you at the Circulation/Reserve Desk. These duties include checking out books, mending them if they are returned damaged, and processing the new ones, and many

other minor duties.

Therefore, selection of such assistants should be done with special care. Their academic performance should ensure that they can easily learn the routines at the Circulation/Reserve Desk. They must be able to devote some of their own study time regularly to work in the library. They also must be absolutely honest, and manifest sound and mature judgment in decisions.

Library policy

Books circulate for two weeks generally and can be renewed for another two weeks, if no claim is being made on them by someone else. Reference books, magazines, newspapers, and materials from the Vertical File should not circulate outside the library. It is difficult to buy back issues of magazines, and items from the Vertical File are so easily lost.

Library hours

It depends upon the school, how many hours the library is open. The ideal is from 8:30 a.m. - 12:30 p.m.; in the afternoon from 2:00 to 5:00; and in the evening, if your school is a boarding school, from about 7:30 to 9:00.

Equipment at the Circulation/Reserve Desk

Construct any tray that will house 3"x5" cards in upright position. Make two sets of 31 guidecards representing the days of the month.

Checking out the book

Every book in circulation has a book card, which the borrower will sign, and a date due slip, which is usually in the back of the book. The attendant at the Circulation/Reserve Desk will stamp or write on the book card and the date due slpi, the date the book has to be returned. See at the end of chapter IX.

Be sure that the pupil signs his own name, and that the date due on the book card corresponds with the date of the date due slip.

After the book has been checked out, place the book card in the front of the circulation tray.

Recording circulation

At the end of each day or early in the morning of the next day count the books that have been checked out. Separate the cards according to the main divisions of Dewey Decimal Classification System. Record the total

of each day on the "Daily Record" slip.

Daily Record

Date January 3, 85

Class:	No. circul.
Philisophy (100)	1
Religion (200)	4
Social Sciences (300)	10
Languages (400)	2
Pure Science (500)	25
Applied Arts (600)	36
Arts & Recreation (700)	2
Literature (800)	15
Geography & History (900)	8
Biography (B & 920)	10
Total	113

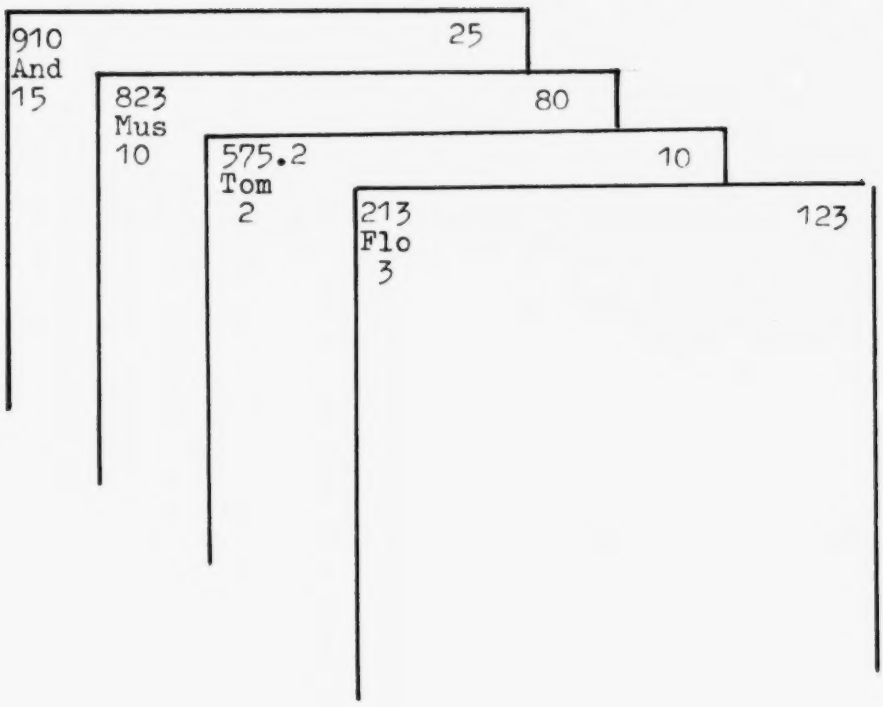
At the end of the month total all the "Daily Record" slips, and at the end of the year total all the "Monthly Record" slips.

Month January 1985

Date	100	200	300	400	500	600	700	800	900	B &920
1	1	4	10	2	25	36	2	15	8	10
2										
5										
6										

Filing of book cards

There are three ways of filing the book cards: (1) by call numbers, (2) alphabetically by authors, (3) or by the accession number. Filing by call number might be the best way in filing the cards. Next best is by the accession number. Both systems are easy to administer and easy to follow.



Materials circulated to teachers

Materials circulated to teachers can often cause many problems. Some teachers check out books and forget to bring them back, or want to have them all year. This should not be. If the book has been purchased by the library, it belongs there. Others have the privilege to use this book too. Teachers who need a particular book all the time should buy it for themselves. The longest periode a book loaned to a teacher should be only one term. Then all the books and other materials should be called in.

Class room collections

A class room collection should be returned at the

end of the class period.

Overdue books and fines

Even if you do your very best regarding overdue books, there will always be someone who forgets to bring his book back. If the book has not been returned send a Library Notice. This will help the pupil not to add unneccesarily to the fine. Books are ($-.05) per day, not counting the days the library is closed, and reserve books should be the same amount per hour. It is suggested that the fine never exceeds the cost of replacing the book.

Library Notice

Name _____ Date _____

Please come to the library and see me about the following book:

_____

on which there is a fine of _____

_____ Librarian

Damaged books

Examine each book that has been returned. Minor damages, like a few torn pages, a missing book pocket, loose leaves should be mended right away.

Reserve books

It is often that a teacher would like the entire

class to read certain pages or chapters of a certain book or books. These books should be put on reserve, a shelf located behind the Circulation/Reserve Desk counter. They can be checked out only for one hour at a time, and must be renewed again every hour, unless another pupil requires them, and must not leave the library.

Vertical File materials

The file which is desgned to supplement the book collection is called the Vertical File (VF). It is housed upright in a filing cabinet or a cardboard box which is big enough to hold its materials. These materials include: pictures, pamphlets, which are too small to stand by themselves on the shelves and therefore are not catalogued; maps; and newspaper clippings. They are filed by subjects in alphabetical order.

Pictures. Most of your pictures come from magazines and newspapers. If you have cardboard and office glue, mount them on the cardboard. They will look better in use, and will last much longer. Should the pictures be small, they should be kept in large envelopes.

Be sure that you stamp the pictures somewhere for identification. In the upper right-hand corner letter the subject heading.

Use the List of Subject Headings in this manual for assigning subject headings.

Pamphlets. Pamphlets and clippings on the same subject should be kept together in a manila folder.

Maps. All maps should be in one section filed alphabetically by cpuntry. Also letter on the top

right the subject heading.

Newspaper clippings. Newspaper articles which deal with the history of your village or district should be gathered. The next generation will be very grateful for that. They would like to know what has gone on in your time, and so be better able to evaluate their present times. Always clip the entire article and fasten loose parts together with a paperclip of a stabler. If the clipping is of great value, the article can be glued on a piece of card.

On the top left enter the source (the name of the newspaper or magazine) and the complete date. On the top right letter the subject heading. These articles should then be placed in a manila folder. Those folders should be filed in alphabetical order by subject.

Conclusion. A well-organized Vertical File greatly enhances the use of the library. For the sake of losing Vertical File materials, they should not leave the library.

The school library report

The administration of the school, the members of the Board of Governors, and parents should be informed regularly about the services the library provides to the school. A Library Report should include the following categories:

(1) The number of pupils using the library. This can be determined by counting the number of pupils in classes which are scheduled in the library and by using a sheet of paper at the Circulation/Reserve Desk for others to sign who come in on their own.

(2) The size of the library in regard to its materials. At the end of each year, the Report will show how many titles were added, how many books were lost or discarded, and how many are actually on the shelves. Since the Vertical File contains valuable materials, also include the approximate number of items in the file.

(3) The amount of materials which circulated that year. This is arrived at by compiling the Circulation Record, which is kept daily (see chapter 10).

(4) The school library finances. This includes the present budget and expenditures, the fines collected and spent, and gifts that have been donated to the library. This should be followed by the next year's financial needs in regard to money for books, and provision for more space

to house books and other materials to furnish better services for pupils and teachers.

(5) Special services the library has rendered to the school, like: collections of books and materials loaned to the classrooms for special topic studies, group meetings held in the library, and activities of library personnel in visiting classroms and organizations inside the school (clubs etc.) with book talks and so on.

Reports presented should be very brief. A short Report (one page, or two if really necessary) is often read where a lengthy one might be laid aside. Present your figures where ever possible in charts and graphs, for immediate impact.

The better and more complete your Library Report is, the better are the chances for getting the funds needed to run a successful library programme.

It would take another book to include all there is to teach pupils making the most out of their library experience. However, here are some topics you may want to consider:

(1) Discuss the library handbook of chapter 11 with the pupils, and explain regulations, circulation routines and procedures.

(2) Show them how the books are arranged on the shelves. This could be combined with a written exercise on using the Dewey Decimal Classification. Ask the pupils to memorize the classification numbers of the subject in your school. Give a quiz.

(3) Explain the card catalogue to them and how to find a book.

(4) Teach them how to use a dictionary, an encyclopedia, and other reference books to their advantage, and what types of information can be found in them.

(5) Take time to show them the use of geographical materials, like globes, maps, and atlases.

(6) Then you can continue to explain the parts of a

book and how they will serve the pupil; and, for composition-writing, how to outline materials collected, as well as how to do proper note-taking; and how to compile a bibliography and how to make footnotes.

Our Library Handbook

Preface

This library is primarily for the pupils of (insert here the name of your school) and its staff. In these pages you will find suggestions, and rules to help you make the fullest use of this library.

A quiet atmosphere is necessary for satisfactory study conditions, so you must be quiet.

You are responsible for all material borrowed with your signature; therefore, it is not wise to lend a book which you have signed out to another person.

If you want to know anything about how the library can help you, feel free to ask the person at the Reserve/Circulation Desk and/or the librarian. They will guide you in the use of library materials and tell you how to find what you need. The library staff are ready to help you in making the best possible use of your library.

This library has a self-service system. You may find your own books or materials and take them to the Reserve/Circulation Desk for checking out. Someone is available there to assist you. Feel free to ask for help in locating materials or information. Please do <u>not</u> put any books or periodicals back on the shelves yourself. You might put it in the wrong place.

How to find a book

You can find a book in three ways:

(1) By subject. This is if you have to write a paper, let's say, on Agriculture. You have no idea about this subject, nor do you know any authors who write on Agriculture or any titles of books. In the card catalogue, which is alphabetical, under the letter A, you will find the word'AGRICULTURE' on the top of cards which give you details of books about Agriculture.

(2) By author. This approach is if you know the author, but you can't remember the title of the book you are looking for. For example: you need the book written by Jacques Magnet. As you look in the card catalogue, which is alphabetical, under M, you will find on the top of a card, Magnet, Jacques, and you will find that he wrote, Africanity, The Cultural History of Black Africa, and the number also given on the card will help you to find the book in the library.

(3) By title. You know the title of the book, let's say, Africa, a Social History, but you can't remember the author's name. As you look up the title in the card catalogue alphabetically, you will find that Africa, a Social History (by the way, a superb book) was written by Anthony Sillery, and you will now be able to find it on the shelf by its number.

The Dewey Decimal Classification System

We are using the Dewey Decimal Classification System. Here are the subject headings for your courses:

Africa-Geography 916

Africa-History 960

African literature 896

African philosophy 181.9

Agriculture 630

Algebra 512

Ancient-History 930

Arithmetic 513

Arts 700

Asia-Geography 915

Asia-History 950

Astronomy 520

Atlases 912

Biology 574

Botany 580

Calculus 515

Chemistry 540

Commerce 380

Economic geography 330.9

Economics 330

Encyclopedias (general) 030

English language 420

English literature 820

Europe-Geography 914

Europe-History 940

Food 664

French language 440

French literature 840

Geography 910

Geology 551

Geometry 516

German language 430

German literature 830

History 900

Home economics 640

Inorganic chemistry 546

Literature 800

Mathematics 510

Music 780

Nature study 500.7

Nutrition 641

Organic chemistry 547

Religion 200

Science 500

Social sciences 300

Sociology 301

Sports 796

Technology 600

Zoology 591

You may borrow a book for up to two weeks. Then you must take it back. If you need it longer, the library will then stamp it again for you, for another two weeks.

You should never ignore a library notice. It may mean that (1) a book you have is overdue, (2) a book you have is needed in the library, (3) a book you wanted is being held ready for you to borrow, (4) you owe a fine or other penalty, which will increase if you ignore the notice, or (5) some other important situation has arisen. Bring the notice with you to the library immediately, and find out what to do about it.

You can avoid having to pay fines. How? Be sure that the material you have borrowed is properly dated. It is your responsibility to know when your book is due back at the library. Do not wait for an overdue notice. An overdue notice is sent as a service and as a courtesy to save you money, so you can quickly return the book and not be find much. Overdue notices are not always sent; so don't wait and depend upon them.

Fines for overdue books are ____ . A bookkeeping charge of _____ is added to all fines not paid in cash by the 25th of each month, when unpaid fines are send to the Bursar's Office.

Lost books are automatically charged to you, with a _____ processing charge added to the price of the book in addition to any accumulated fine. Lost books may lead to room checks (if you are in a boarding school). Those who steal books will be subject to disciplinary action by the Headmaster, and this may lead their being dismissed from the school.

The Vertical File (VF) icludes materials like: pictures, pamphlets (which are difficult to store on the shelves, news clippings, maps, and so on.

Eating is not allowed in the library. Waste paper and pencil-shavings are to be deposited in the waste paper baskets. Please do not write on tables and study-carrels, and do not move them.

All personal books and other items left in the library will be placed in the "Lost and Found" area. The library will take no responsibility for items not claimed within one week.

All books (personal and library) must be checked at the Circulation/Reserve Desk by the library personnel before you leave the library.

We want the library to be a place where you can gain knowledge by learning from books and magazines,

and be able to concentrate on your studies. The library is not an area for entertainment, conversation, or chewing gum. Those who do not keep these rules will be subject to disciplinary action and dismissal from the library.

The need for a teachers' library

Were it not for the accountability for materials teachers use (books and magazines do so easily disappear), and the quietness which the library offers, I would be more inclined to opt for a separated teachers' library. As a teacher myself, I feel the need to be with my colleagues for professional interaction. Then, it is also good for the pupil to be some time without us breathing down his neck during the day. This is especially true in boarding schools.

Materials for a teachers' library

Teachers prepare their lessons in the staff room or at home. It is there where each one needs his professional reference books, like dictionaries and encyclopedias, journals in his teaching field, and various textbooks on the same subject which he needs to consult.

Organizing a teachers' library

A teachers' library can be organized the same way as the main library. In order to distinguish their difference add a TeLi (for Teachers' Library) on top of the classification number, like TeLi . There is then no confusion
371
Wol between the two libraries.

Teachers' library classification samples:

Dictionaries and encyclopedias

Shelf list

TeLi
370.3 Good, Carter V
Goo Dictionary of education. 3d ed.
1973 New York: McGraw-Hill, 1973.
681p

1 Education - Dictionaries and encyclopedias I Title

Periodicals/ magazines/ journals

Shelf list

TeLi
910.5 Geographical magazine. London:
Geo Country & Sporting Publications,
1984-

1 Geography - Periodicals

Textbooks

Shelf list

TeLi
581.03 Muller, Walter H
Mul Botany, a functional approach.
1979 4th ed. New York: Macmillan, 1979.
687p

1 Botany - Study and teaching
I Title

How to use books in teaching - Geography as an example

Objectives of this assignment

That the pupil may learn (1) how to use reference books, like encyclopedias and dictionaries; (2) where to look for information; (3) how to organize this information; and (4) how to document it.

Books needed to do this assignment

Any general encyclopedia and dictionary will do. This could be supplemented by books in general geography, and books dealing with South America (Latin America).

Answer the following questions:

What types of climate are found in South America? Describe the location of each climate type.

Which South American countries have the most favorable geographic conditions? Which have the least favorable conditions?

How does the South American way of life differ from the life in the United States? Give some examples. Does geography account for any of these differences?

Explain how the altitude of the land effects the lives of many South Americans. Give some examples of

places where this is so.

Name five heavily populated areas in South America. Name five thinly populated areas. Explain why each of these areas is either heavily or thinly populated.

What changes are taking place in the social system in South America? How are these changes related to the development of the individual countries?

Name the countries of Central America. Where do the most of the people in Central America live? Why?

What groups of islands make up the West Indies? Name the group to which each of the following belongs: Cuba, Jamaica, Curasao, Barbados.

How is the Atacama Desert important to Chile's economy?

What advantages does Brazil have that could make it the leading country in South America?

Describe the Amazon Basin. Why may this region possibly become a source of great wealth for Brazil?

Make a list of products that Brazil exports. Make another list of its important natural resources.

Organize these questions into an outline. Document each source where you have located the answers. Use the following format:

For an encyclopedia and dictionary

"South America, Index to Physical Features and Points of Interest." Collier's Encyclopedia (1961), XVII, 499.

For a book

Israel, Saul, Douglas L. Johnson, and Dennis Wood. World Geography Today. New York: Holt, 1976.

(this book has three authors)

For a magazine

Perez, G. R. "Traditions in Conflict." Americas, XXXII (May 1980), 40-44.

Knowledge of words in geography

Be familiar and understand the significance of the following words:

Latin America	mestizo	Altiplano	river system
hacienda	pampas	Ilanos	Canal Zone
guano	montaña	Chaco	tierra templata
Atacama Desert	Humboldt Current	Operation Bootstrap	

Projects to do

The following products are South American exports. On an outline map of South America, show the areas from which these products come, by writing the name of the product in the country or outside the country with a line leading into the country.

silver	cacao	copper	beef	wool	coffee
nitrate	sugar	oil	bananas	tin	cotton

Locate the following cities by approximate latitude and longitude. Briefly describe the climate of each of these cities and explain the factors that influence it.

Quito Santiago Monterrey La Paz
Sao Paulo Montevideo San Juan Panama City

Hold a Pan American conference. Have members of the class represent each South American contry. Discuss problems of common interest to the South American countries.

Create your own opinion. Write an essay about a country of your choice in South America. What do you think is the biggest problem that country has to solve? What is the most important advantage the country has with which to solve this problem?

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Wofford, Azile. The School Library at Work. Acquisition, Organization, Use and Maintenance of Materials in the School Library. New York: Wilson, 1959.

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